

## Appendix B: Definition List

**Academic Performance (Retention)** - Academic performance is the percent of enrolled students completing educational levels.

$$\text{Program's Academic Performance} = \frac{\text{Total number of students completing educational levels}}{\text{Total number of students enrolled}}$$

**Average Attendance Hours** – The average amount of time a student spends in instruction in your program.

$$\text{Average Attendance Hours} = \frac{\text{Total number of attendance hours for all students}}{\text{Total number of students enrolled in program}}$$

**Class** – A class has defined parameters, such as a start time and end time, a syllabus which is designed around a program of study with measurable objectives.

### Classroom Instruction

- Teaching one or more subjects and or educational functioning levels.
- Logical Sequence/Progression- building upon content.
- Interactive instructional techniques that use a research-based curriculum.
- Planned (process of looking at curriculum and developing lesson content) and delivered instruction.
- Instruction should integrate the use of technology, real-life examples, and incorporates instructional techniques for all learning styles.

**Curriculum** - Curricula provide *detailed* outlines of the knowledge and skills for different instructional levels (e.g., a scope and sequence) and serve as a road map for teachers in planning lessons. Curricula often provide suggestions for teaching techniques, learning activities, textbooks and materials.

**Instructional Methods (Instruction)** - Instructional methods are ways that information is presented to students. Such methods fall into two categories: **teacher-centered approaches** and **student-centered approaches**.

**Teacher-centered approaches** include instruction where the teacher's role is to present the information that is to be learned and to direct the learning process of students (Shuell, 1996). The teacher identifies the lesson objectives and takes the primary responsibility for guiding the instruction by explanation of the information and modeling. This is followed by student practice. Methods that fall into the teacher-centered approaches include demonstration, direct instruction, lecture and lecture-discussions.

**Student-centered approaches** involve instruction that guides the student in constructing their own understandings. There are a number of methods in this category, examples are: case studies, discussions/discussion boards, discovery learning, graphic organizers,

journals/blogs, learning stations, role-playing, problem-based learning and inquiry learning, simulations and storytelling/digital storytelling.

**Learning Lab** - A learning lab be designed for students that miss the start of a new class, do not want to participant in a classroom setting or needs additional assistance. The combination of times and days of the week for scheduled learning labs are limited to 10 hours per week. For example, you can schedule learning labs Monday – Friday for 2 hours in the afternoon, or Tuesday, Wednesday and Thursday mornings for 3 hours and one hour Friday afternoon.

### **Lesson Plan**

- **Daily Lesson Plan** – A daily lesson plan is developed by the instructor to guide classroom instruction. Suggested components to include are the unit name, lesson title, instructors name, educational functioning level and/or subject, time allotted for class, short description of lesson, classroom layout and grouping of students, curriculum, learning objectives, materials, resources and technology to be used, instructional procedures, adaptations and assessment.
- **Unit Lesson Plan** – A unit plan is developed by the instructor and serves as a long-range plan. It contains multiple lessons that are related. Suggested components to include are the subject area, educational functioning level, name of the unit of instruction, goal for the unit of instruction, introduction, strategies for relating the goal to the curriculum materials including technology and assessment.

#### **Lesson plan resources:**

- [Ed Online Adult Education Lesson Plans](#)
- [Teaching Tips Index: Preparing a Lesson Plan](#)
- [Florida GED 2002 Teachers' Lesson Bank](#)

**Satellite Sites** - A satellite site is defined as any place in the county in which you provide adult education services with your KYAE grant funds.

**Syllabus** - A syllabus is a summary or outline of main topics for a class or course of study. Suggested components of a syllabus are: instructor name and contact information, class description, class objectives, materials to be used in class, attendance policy, class meeting days, times and topics to be covered on each day.